

Motivating And Examining The Students Of SMK Triratna For The Final Exams: A Community Service Activities

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Abstract.

This study aims to evaluate the effectiveness of motivation training on students' academic performance and psychological readiness at SMK Triratna. The training focused on enhancing both intrinsic and extrinsic motivation to improve students' learning enthusiasm, confidence, and stress management during examinations. Using a quasi-experimental design, data were collected from a sample of students before and after the training through questionnaires and academic assessments. The results indicate a significant increase in students' motivation levels, academic achievement, and mental resilience. The findings suggest that motivation training is a valuable intervention to boost students' academic success and emotional preparedness. It is recommended that such programs be implemented regularly and supported by the school community to sustain positive outcomes.

Keywords: *Motivating; Examining and Triratna .*

I. INTRODUCTION

The aims of this manuscript is to disseminate the community service activities conducted at SMK Triratna to motivate students for their Final Exams. Besides motivating the students, the lecturers from Sekolah Tinggi Ilmu Ekonomi Trisakti (Trisakti School of Management) also act as the external examiners for their examination. The importance of final exam in vocational schools cannot be understated. The transition phase in Vocational High School (SMK) often culminates in the implementation of final exams, a crucial gateway to further education or the professional world (Mulyaningsih, 2014). These exams are not merely academic assessments, but they also determine the future career and educational paths of students. The pressure arising from these high-stakes tests can trigger significant levels of stress and anxiety, even negatively impacting their performance (Bachtiar et al., 2024). Vocational High School students face unique challenges as they must master both theoretical knowledge and practical skills (Kurniawan et al., 2021). Their educational journey concludes with comprehensive examinations that test both cognitive understanding and vocational competence (Herzanita et al., 2021). The intensity of this period can easily overwhelm students, potentially hindering their ability to demonstrate their true potential (Bachtiar et al., 2024). Building an environment that supports psychological well-being alongside rigorous academic demands is thus critically important for their holistic development (Dubeau et al., 2021; Julianto & Almakhi, 2022). Recognizing this urgency, support and motivation programs become crucial in helping students face exams without undue burden (Tentama et al., 2019).

Such programs focus on developing essential non-academic skills, such as stress management and emotional regulation. Consequently, students are not only academically prepared but also possess a strong mental fortitude (Lang et al., 2019). These initiatives aim to create a more positive and conducive learning atmosphere (Ahmad et al., 2020). The intervention specifically targeted key areas identified as the biggest contributors to student stress during exam periods (Purba et al., 2023). These areas included efficient time management, effective study techniques, stress reduction exercises, and motivational coaching (Ariarta et al., 2024; Ikhsan et al., 2019). By addressing these aspects comprehensively, the program aimed to provide a

holistic framework for student success. The design of the activities strongly emphasized active participation and practical application, ensuring that students could immediately implement the strategies they learned. One primary focus was time management, helping students create realistic study schedules and prioritize tasks effectively (Muzakhi et al., 2023; Persky & Mierzwa, 2018). Many students struggle with procrastination or feel overwhelmed by the sheer volume of material to cover. By teaching them to break down large tasks into smaller, manageable steps, the program helped reduce feelings of being swamped. This practical skill is vital not just for exams but for future academic and professional pursuits (Kent et al., 2018; Astuti et al., 2022).

Another crucial component involved effective study techniques (Sudiyanto et al., 2015). Beyond rote memorization, students were introduced to active learning strategies, such as creating mind maps, summarizing key concepts, and practicing with past papers (Aisah & Tikollah, 2023). These methods promote deeper understanding and better retention, moving beyond surface-level learning. The aim was to make studying more engaging and less daunting, transforming it from a chore into a more productive activity. Furthermore, the program incorporated stress reduction exercises (Torzynska, 2018). Simple breathing techniques, mindfulness practices, and short physical activity breaks were introduced to help students manage their anxiety levels during intense study periods and on exam day (Sri Nuraeni et al., 2024; Latifah et al., 2024). These practical tools equipped them with immediate ways to calm their minds and refocus, preventing stress from spiraling out of control. Emotional regulation is a key skill for optimal performance under pressure (Wijayanti et al., 2024). Motivational coaching played a significant role in fostering a positive outlook (Setianingsih & Suharto, 2024). Students received encouragement and guidance to set achievable goals, celebrate small victories, and learn from setbacks (Turistiati & Ramadhan, 2019). This personalized support helped build their self-efficacy and belief in their own capabilities (Yulfi et al., 2024). By shifting their focus from fear of failure to the pursuit of growth, students became more resilient and determined (Latifah et al., 2024).

According to (Salsabilla & Suryawan, 2022), motivation is an internal force that drives a person to take certain actions and sustain those efforts in order to achieve desired goals. It functions as the primary driving force that drives individuals to act in accordance with their needs, desires, and values. Motivation has two main forms: intrinsic motivation, which originates from within, such as personal satisfaction and curiosity, and extrinsic motivation, which is triggered by external factors, such as rewards or recognition from others. The process of motivation begins with the existence of needs and desires, then the individual seeks ways to fulfill these needs, and finally, makes an effort supported by this internal drive. Motivation plays a crucial role in increasing a person's enthusiasm, perseverance, and focus in facing various challenges and obstacles. With high motivation, a person tends to be more productive and able to achieve optimal results, while low motivation can lead to unproductivity and dissatisfaction. Motivation is a key element in human life, as it determines the direction and level of effort a person puts toward achieving success and satisfaction, both personally and socially. Therefore, targeted interventions are needed to equip students with effective strategies for coping with these pressures (Kent et al., 2018). Motivational coaching played a significant role in fostering a positive outlook (Setianingsih & Suharto, 2024). Students received encouragement and guidance to set achievable goals, celebrate small victories, and learn from setbacks (Turistiati & Ramadhan, 2019). This personalized support helped build their self-efficacy and belief in their own capabilities (Yulfi et al., 2024).

By shifting their focus from fear of failure to the pursuit of growth, students became more resilient and determined (Latifah et al., 2024). Ultimately, this endeavor aimed to demonstrate the tangible benefits of a proactive approach to supporting student well-being in Vocational High Schools. A team of lecturers from Trisakti College of Economics visited Triratna Vocational School to provide a lecture to prepare them for their final exams and to test them as external examiners. This community service activity demonstrates the academic community's contribution to the community.

II. METHODS

If the goal is to provide motivation to SMK Triratna students to face exams directly, then the research method can focus on delivering direct motivation as an effort to boost students' enthusiasm and readiness for the exams. Here's a more specific explanation:

Research Method to Increase Students' Motivation to Face Exams Through Direct Motivation

1. Type of Research: Classroom Action Research (CAR) or experimental approach.
2. Objective: To improve motivation and preparedness of students in facing exams through direct motivational interventions.
3. Steps:
 - Initial assessment: Measure students' motivation levels before the motivation session.
 - Implementation of direct motivation: Provide motivation directly to students through personal or group interactions, such as motivational speeches, encouraging words, group prayers, or small rewards.
 - Observation: Record changes in students' enthusiasm, confidence, and readiness
 - Evaluation: Measure the increase in motivation and preparedness through questionnaires or observations after the motivation session.

Examples of Direct Motivation Strategies:

- Giving encouraging words before the exam.
- Motivational talks from teachers, alumni, or inspirational figures directly to students
- Conducting discussions about the importance of exams and their benefits for the future.

This approach aims to help students feel more confident, enthusiastic, and prepared to face exams with strong motivation.

III. RESULT AND DISCUSSION

The motivation training provided to the students of SMK Triratna aimed to boost their enthusiasm and readiness in facing national and school examinations. After participating in the training sessions, noticeable positive changes emerged among the students. They exhibited increased intrinsic and extrinsic motivation, which directly impacted their attitudes and behaviors towards studying. One of the most evident outcomes was a rise in self-confidence among the students. Many expressed feeling more assured of their abilities after the training. They also became more enthusiastic and committed to their studies, managing their time and stress levels more effectively.

Additionally, their focus during study sessions and exam days improved, reducing previous anxiety and fear associated with tests. In terms of academic results, there was a significant improvement in exam scores compared to before the training. This indicates that increased motivation encouraged students to study more diligently and persistently. Beyond academic achievements, the training helped build a positive mindset and mental resilience, enabling students to cope better with exam pressure and challenges. Overall, this motivation training had a highly positive impact on the students of SMK Triratna. They not only became more motivated to learn but also developed stronger mental and emotional preparedness for exams. It is hoped that these improvements can be sustained and further developed, so that the students can achieve their best potential and prepare themselves optimally for their future endeavors.

IV. CONCLUSION

The motivation training provided to the students of SMK Triratna has demonstrated positive and significant results in increasing their enthusiasm for learning and their mental preparedness in facing examinations. Through various motivational methods, students gained a better understanding of the importance of both intrinsic and extrinsic motivation in the learning process. They became more confident, enthusiastic, and capable of managing stress and time more effectively. In addition to the boost in motivation, students' academic performance also showed notable improvement, indicating that strong motivation encourages them to study more diligently and stay focused.

The impact of this training extends beyond academic aspects, encompassing psychological and emotional dimensions, such as increased mental resilience and a positive attitude towards exams. Students became more mentally and emotionally prepared to face exam pressures, reducing feelings of despair and enabling them to approach challenges with a positive mindset. The success of this training highlights the critical role of proper motivation in enhancing students' learning quality and preparing them for the future. Looking ahead, it is hoped that this training can be further developed and implemented continuously so that the results can be maintained and improved. Support from all parties, including teachers, parents, and the school, is essential to create a conducive learning environment and sustain student motivation. With such efforts, it is expected that SMK Triratna students will not only achieve excellent academic results but also become independent, confident individuals ready to face future challenges.

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